This course examines the linkages between environmental phenomena, human economic, political, and physical security, and violent political conflict. The prevalence of international and civil conflicts associated with control of (or access to) natural resources (e.g. water, food, energy resources), has exposed the tensions between traditional notions of security and human-centred security concerns. Students will conduct in-depth analyses of cases of environmental conflicts around the world in order to identify the key actors, their projected values and interests, as well as the implications of different alternatives. While the course highlights the politics behind conflicts, it includes contributions from other disciplines and fields.

**I. COURSE OVERVIEW**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>

| Mode of Delivery | Three on-campus contact hours (one three-hour workshop). Students are expected to commit a further eight hours per week to reading and preparation and assessment tasks. |
| Prerequisites | To enroll in this course you must have completed 12 units of 2000 or 3000 level courses, in either Politics (POLS), Environment and Society (ENVS), Anthropology (ANTH), or Sociology (SOCY), or with the permission of the convener. |
| Incompatible Courses | none |
| Course Convener | Dr. Richard W. Frank |
| Office | Haydon-Allen Bld., Room 1180 |
| Phone | 6125 3997 |
| Email | richard.frank@anu.edu.au |
| Office hours | By appointment |
| Research Interests | Human Rights, Peace & Conflict Studies |
| Relevant administrator | Joint Schools Office, HA GO41 |
| Phone | 6125 5491 |
| Email | admin.spirsocy@anu.edu |
Upon successful completion of this course, students will have the knowledge and skills to:

1. Identify and explain how environmental conflicts and human security are inter-related;
2. Analyse the tensions between interests and values of a diversity of actors involved in contemporary conflicts over resource access;
3. Demonstrate knowledge of a specific case of conflict, through the application of the concepts and analytical frameworks introduced in the course;
4. Identify the impact on human security of different alternatives for conflict resolution.

**Assessment Summary**

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Value</th>
<th>Linked learning outcomes</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop participation</td>
<td>10%</td>
<td>2</td>
<td>n/a</td>
</tr>
<tr>
<td>Mid-term literature review, 1,500 words</td>
<td>30%</td>
<td>1</td>
<td>1 Sept.</td>
</tr>
<tr>
<td>Essay proposal, 500 words</td>
<td>10%</td>
<td>3, 4</td>
<td>29 Sept.</td>
</tr>
<tr>
<td>Final essay, 2,500 words</td>
<td>50%</td>
<td>1, 2, 3, 4</td>
<td>2 Nov.</td>
</tr>
</tbody>
</table>

**Course Outline**

**Section 1: Defining terms, actors, and interests**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22 July</td>
<td>Introduction, course overview, and conflict</td>
</tr>
<tr>
<td>2</td>
<td>29 July</td>
<td>Economic development and economic instability</td>
</tr>
<tr>
<td>3</td>
<td>5 Aug.</td>
<td>Political institutions and instability</td>
</tr>
<tr>
<td>4</td>
<td>12 Aug.</td>
<td>Environmental change and scarcity</td>
</tr>
</tbody>
</table>

**Section 2: Causes**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>19 Aug.</td>
<td>Population</td>
</tr>
<tr>
<td>6</td>
<td>26 Aug.</td>
<td>Natural resources</td>
</tr>
<tr>
<td>7</td>
<td>2 Sept.</td>
<td>Food (APSA conference)</td>
</tr>
<tr>
<td></td>
<td>5-16 Sept.</td>
<td>Teaching break (no class)</td>
</tr>
<tr>
<td>8</td>
<td>23 Sept.</td>
<td>Natural disasters</td>
</tr>
<tr>
<td>9</td>
<td>30 Sept.</td>
<td>Water</td>
</tr>
<tr>
<td>10</td>
<td>7 Oct.</td>
<td>Migration</td>
</tr>
</tbody>
</table>

**Section 3: Responses**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>14 Oct.</td>
<td>Domestic responses</td>
</tr>
<tr>
<td>12</td>
<td>21 Oct.</td>
<td>International cooperation (Peace Science conference)</td>
</tr>
<tr>
<td>13</td>
<td>28 Oct.</td>
<td>Conclusions</td>
</tr>
</tbody>
</table>

**II. COURSE SCHEDULE**

The course outline below describes the topic of each week’s workshop, the assigned readings, and additional readings. All assigned readings should be completed before class because workshops will assume familiarity.
with the readings. **Additional readings** are relevant to the week’s topic and may be of particular interest for those students thinking about related research paper topics.

### SECTION 1: DEFINING TERMS, ACTORS, AND INTERESTS

#### Week 1 (22 July): Introduction, course overview, and causes of conflict

**Required reading**


**Additional sources on this topic**


#### Week 2 (29 July): Economic development and economic instability

**Required reading**


**Additional sources on this topic**


Week 3 (5 August): Political institutions and instability

Required reading


Additional sources on this topic


Week 4 (12 August): Environmental change and scarcity

Required reading


Additional sources on this topic


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SECTION 2: CAUSES

Week 5 (19 August): Population

**Required reading**


**Additional sources on this topic**


Week 6 (26 August): Natural resources

**Required reading**


**Additional sources on this topic**

Arezki, Rabah & Frederick van der Ploeg. 2007. “Can the Natural Resource Curse Be Turned Into a


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Week 7 (2 September): Food (APSA conference)

**Documentaries:**


**Required reading**


**Additional sources on this topic**


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5-16 September—teaching break (no class)
Week 8 (23 September): Natural disasters

Required reading


Additional sources on this topic


Week 9 (30 September): Water

Required reading


Additional sources on this topic


Week 10 (7 October): Migration
Required reading


Additional sources on this topic


SECTION 3: RESPONSES

Week 11 (14 October): Domestic responses

Required reading


Additional sources on this topic


Week 12 (21 October): International cooperation (Peace Science conference)
Documentaries:


Required reading


Additional sources on this topic


Week 13 (28 October): Conclusions
**Required Resources**

There are no required textbooks for this course. All assigned readings will be made available on the course’s Wattle page, and they are all also available online via the university library’s website or a quick Google Scholar search.

**Additional course costs**

There are no additional costs associated with this course.

**Research-led teaching**

International Relations is a discipline with a breadth of perspectives and approaches. This course is but one way of approaching the emerging literature on the environment, human security, and conflict. Its structure and presentation have been (and will be) shaped by Dr. Frank’s research interests. This is fitting given ANU’s focus on research-led teaching.

Dr. Frank’s research focuses on how international politics affects domestic political violence and human rights practices. Specific areas of current interest include modelling the strategic dynamics of electoral violence, understanding the drivers of human trafficking flows, and exploring the domestic and international causes of civil conflict.

Research-led teaching is not simply about the research expertise that conveners are able to bring to a course, it also includes the ways in which courses’ skills acquisition and assessment are designed to enable students to acquire sound knowledge-acquisition skills. To this end, the course’s activities have been designed around reading comprehension as a skill central to political analysis. Evidence gathering is also a core research skill. To this end, students are alerted to a number of potential sources for information and evidence that can be useful for students’ research essays. Thoughtful analysis and presentation of research findings is a crucial core research skill, and therefore the course contains three writing assessments to provide students with an opportunity to practice those skills.
III. ASSESSMENT REQUIREMENTS

The ANU uses Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the ANU Online website.

Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.

Assessment Tasks

1. WORKSHOP PARTICIPATION

Due Date: Weekly throughout the semester; Value: 10%

Participation marks will be based upon evidence of having done the assigned readings, evidence of having thought about the issues, contribution and participation in class and consideration and respect for other class members.

2. LITERATURE REVIEW

Due date: 5pm 1 September; Word limit: 1,500 words; Value: 30%

You are to locate research articles on your desired topic. You are to write a 1,500-word summary of these articles. This summary should serve as the background/foundation for your survey instrument. The typed summary should adhere to Harvard citation style. Remember your assessment is only 1,500 words in length, so your aim should be to demonstrate your understanding in as clear and concise a manner as possible. Papers should be submitted in Microsoft Word format to Turnitin on the course’s Wattle page. A rubric for this assessment will be made available on Wattle before the assessment is due.

There are a number of helpful online guides to writing literature reviews. Here are two:


A recent example of a graduate-school-level literature review can be found at the Claremont Graduate University Writing Center’s website (http://www.cgu.edu/pages/931.asp).

3. ESSAY PROPOSAL

Due date: 5pm 29 September; Word limit: 500 words; Value: 10%

This proposal takes the next step after your literature review. Now that you are familiar with the relevant literature on your topic, you can begin to ask your own research questions and answer them with the appropriate research methodology. The proposal is a way for you to map out your approach to the final paper and receive feedback and suggestions from the course convener on this approach. A rubric for this assessment will be made available on Wattle before the assessment is due.

There are a number of resources available online to help you draft a research proposal. Some are for longer works (e.g. honors or PhD theses), but the principles are transferable. Here are two. In addition, I would...
suggest looking at the proposal structure requested for proposals to the CASS HDR programs at http://cass.anu.edu.au/study-with-us/higher-degree-research/applications.


4. FINAL ESSAY

**Due date:** 5pm 1 November; **Word limit:** 3,500 words; **Value:** 50%.

This essay is the culmination of your studies in this class. It represents the final product of research conducted over the course of the semester. A discussion of final essays and possible topics will be included during workshops over the course of the semester. A rubric for this assessment will be made available on Wattle before the assessment is due.

**Submitting a final essay is a hurdle requirement for this class.**

My research paper writing guide (along with the resources mentioned in the descriptions of the previous two writing assignments) are available on Wattle. There are a number of other resources available online. Some guide you will come across may be geared towards graduate students but most important principles are transferrable. Here are two sources:


**Assignment submission**

**Online Submission:** Assignments (the short and long essays) are submitted using Turnitin on the course Wattle site. You will be required to electronically sign a declaration of authorship as part of the submission of your assignment. Please keep a copy of the assignment for your records. ANU’s Academic Skills and Learning Centre has a practice Wattle site (available from https://academicskills.anu.edu.au) that allows users to learn about and practice submitting papers to Turnitin without works being stored in Turnitin’s repository.

**Extensions and penalties**

Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure. The course convener may grant extensions for assessment pieces that are not examinations or take-home examinations. If you need an extension, you must request it in writing on or before the due date. If you have documented and appropriate medical evidence that demonstrates you were not able to request an extension on or before the due date, you may be able to request it after the due date.

According to ANU policy, late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day (or part thereof). Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

**Requests for Extension:** Additional time to submit essays may be granted on medical or other special grounds. Such requests must be made to the course convener prior to the essay’s due date and students must
provide relevant evidentiary documentation upon making such requests. Unless there are extreme circumstances, requests for extensions after the essay’s due date will not be approved.

**Returning assignments**

All marks and feedback on your writing will be available on Turnitin.

**Resubmission of assignments**

Students may resubmit their assignments on Turnitin before the due date if they are not happy with their text-matching report. Turnitin allows only one resubmission per 24 hours. There are no other conditions under which assignments may be resubmitted.

**Referencing requirements**

It is a requirement of this course that your essay conform to academic writing standards and referencing. The Harvard or Chicago referencing styles are preferred. You may contact the ANU Academic Skills and Writing Centre for further advice. For details about both citation style please see the ANU style guide website at https://academicskills.anu.edu.au/resources/handouts/referencing-style-guides.

**Research quality assurance**

The convener may ask to speak with you regarding your research for your essays (the process by which you gathered and analysed your research materials). These meetings are usually designed to help students improve their research skills and ensure their approach to research is of university standard. To this end, please keep all the notes, plans, drafts and research that you use for this essay.

**Support for students**

The University offers a number of support services for students. Information on these is available online from http://students.anu.edu.au/studentlife/.

**Policies**

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at http://policies.anu.edu.au/.

Students are expected to have read the Student Academic Integrity Policy before the commencement of their course.

Other key policies include:

- Student Assessment (Coursework);
- Hurdle Requirement for Assessment; and
- Student Surveys and Evaluations

**Feedback**

**Staff Feedback**

Students will receive ongoing feedback on their work in this course in a number of ways:

- Workshops offer immediate feedback on your ideas and your understanding of course materials.
- The course convener is available to provide feedback on your essay plans prior to its due date.
- The course convener will provide written feedback on all written assignments on Wattle.

**Student Feedback**
ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognize excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

http://unistats.anu.edu.au/surveys/selt/students/
http://unistats.anu.edu.au/surveys/selt/results/learning/